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ABSTRACT

This handbook for students with disabilities was developed as part of the EASE (Equal Access for Students to Education and Experience) Project at Mesabi Community College in northeastern Minnesota. After an introductory letter from the Project Director, there is a statement on the college philosophy and commitment to students with disabilities and suggestions for getting started in college. Next, the role of the Individual Education Plan in working towards an Associate in Arts Degree is discussed, along with the possibility of developmental educational classes, special accommodations, and tutoring. Support services for students with disabilities in general and for students with visual impairments, hearing impairments, learning disabilities, physical impairments, and psychological disabilities in particular are outlined. Suggestions for accessing the following accommodations are provided: test accommodations, final examination accommodations, interpreting service, notetakers, taping of lectures, duplicating, proofreading, writing, taped textbooks, priority registration, enlarged print, and special equipment/special computer software. The next section of guidelines for the student is on time management, stress management, and personal responsibility. Remaining sections provide a definition of "disability," consider disabilities and the law, list local service agencies, and present a map of the college. (DB)

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ED 386 839

COLLEGE SUCCESS:

A HANDBOOK

FOR STUDENTS WITH DISABILITIES

MESABI COMMUNITY COLLEGE

EC304228

COLLEGE SUCCESS:

A HANDBOOK FOR STUDENTS WITH DISABILITIES

Project EASE

Arrowhead Community Colleges

Developed by

R. Jeanette Turchi, EASE Director
Duluth Community College Center

If you need this document in an alternate format (i.e. large print, audio tape, etc.) please send a written request, and allow two weeks for delivery.

Studies serve for delight,
for ornament, and for ability.

- Francis Bacon, Essays: Of Studies

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INTRODUCTION

Welcome to Mesabi Community College! When you receive this handbook, you will have taken the first steps toward furthering your education: you will be enrolling for classes at MCC. Your reason for returning to the classroom could be to earn a college degree, to sharpen skills, to acquire a better job, to change job fields, or simply to acquire new information and knowledge. Whatever the reason may be, you may also be nervous, particularly if you are returning to school after an absence. You may be excited and ambitious. Remember that you are not alone. Others have begun their college career with the same hopes and dreams or misgivings and just plain "cold feet."

You are a unique person with talent, ability and potential. You have plans and goals. You also are a person with a disability. The disability does not mean you cannot reach your goals. Once the disability is identified, the barrier to increasing your knowledge can be made manageable with assistance from the college personnel and persistence on your part.

The purpose of this book is to provide you with information that will help you reach your goals successfully. In it you will learn how to develop an individual education plan, discover how to become a successful student and be

able to access those student support services that will assist you in attaining your goals. In addition, you will find the chapters on defining disabilities, listings of local service agencies and discussion of legislation issues helpful.

Above all, the faculty, staff and administration are dedicated to assisting students in reaching their full potential. We want you to succeed!

Jane Chilcote
EASE Director

PHILOSOPHY

Mesabi Community College has a strong commitment to provide students with disabilities equal access to course work, programs, facilities, services and activities. Students with disabilities, with appropriate accommodations, have the same opportunity to succeed in college as other students. The administration, faculty and staff of Mesabi Community College are committed to student success. To this end, we encourage independence for students with disabilities which can be gained with knowledge and use of the accommodations available to them.

GETTING STARTED AT MESABI COMMUNITY COLLEGE

You know we exist! Somehow, you discovered that Virginia has a community college: you learned from a school counselor, a social service agency, or you saw our quarter course offerings in the newspaper. However, you found out about us and here you are! Now that you know, what next?

* Apply for admission. Contact the Enrollment Management Office (218) 749-0315 for an application. After you have filled out the application and have been accepted, you will be given a time and date to take the placement test. We require a placement test for all incoming new students. The test will determine your knowledge of reading, written English and mathematics. This test has been given to incoming students for several years and we have found that it helps our counseling staff advise you about appropriate course work. In turn, retention (students continuing to attend school) is better. We want you to succeed: therefore, we want you to begin your course work at the proper level (refer to page 13, Developmental Education). Accommodations for the placement test can be made by contacting the Disabilities Director at (218) 749-7791 prior to test date.

* Orientation will take place following the placement test. Orientation is required for new students and is very important because academic planning and registration for classes takes place at orientation. Additional handouts with pertinent information are also provided at that time. Orientation is held several times during the summer and prior to each quarter.

* Make an appointment to meet with the Disabilities Director. S/he will discuss the program, explain the accommodations available to you and the procedures for requesting them.

* Make sure you have documentation of your disability. The Disability Director will request documentation such as copies of letters from doctors, school records, medical reports, test reports from learning disabilities clinics, reports from Division of Rehabilitation Services, State Services for the Blind, Traumatic Brain Injury Services, etc. If you suspect you have a learning disability but have not been tested, arrangements may be made by contacting the Disability Director.

* During orientation, you will be given information about another program at MCC - Student Support Services (SSS). This program is in addition to regular student services for those who are eligible. Available through SSS are free classes/workshops, and individual personal and academic counseling.

INDIVIDUAL EDUCATION PLAN (IEP)

Some students arrive at Mesabi Community College knowing exactly where they want to go and what they want to achieve. Others have a vague idea ("something in social work") and still others do not have a clue except that they know they need to further their education. We can provide help for all these people! For the determined student, we can set up a schedule of classes required for specific programs. For students who are less sure of their goal, we can suggest classes geared to a general education. As students pursue these classes, many will find an area that sparks their interest, which often turns them into "determined students" with a firm goal in sight.

The Associate of Arts (A.A.) program is the one students use to fulfill their requirements for transferring to a 4-year institution, earning a Bachelor of Arts. The A.A. degree will take you through the first 2 years. MCC counselors are familiar with the transfer requirements for specific 4-year colleges and universities in Minnesota. Since requirements are different for each college and change frequently, you are advised to keep in touch with your advisor each quarter so you are taking the required courses for your college.

In addition, some students attend a community college and transfer to a 4-year institution after several quarters. This decision will depend upon

which career a student is pursuing. Sometimes it is better for a student to transfer to a 4-year college before earning an Associate of Arts degree. All students planning to transfer to another school should discuss their plans with an advisor at MCC.

The placement test you took prior to attending orientation will help you and your counselor set up your individual education plan. The test results will show you whether or not you need to take a course or two to "brush up" on your skills in reading, written English and math. In the years that the placement test has been given, we have found that students stay in college rather than "dropping out" due to a high level of frustration. Before mandatory placement and advising, a student could take almost any course he or she chose, whether or not he or she was prepared for the course. The placement test targets strengths and weaknesses in skills in the areas tested and, based on the results, certain recommendations are made.

Developmental education courses are designed to help you sharpen your skills in written English, reading comprehension and math. In addition, MCC offers classes in study skills: classes that teach students how to study effectively. Developmental reading will help you learn to read effectively and how to increase your comprehension. The basic English classes help students prepare the foundation necessary for entering College Writing I. That "foundation" includes knowledge of grammar, punctuation, sentence and paragraph structure, etc. Basic math will help students recall the basic math fundamentals, and Beginning Algebra will help students through elementary algebra.

As you begin college, it is important to select classes that you know you will find interesting and successful. Take into consideration your assessment results as you decide which level of English or math to attempt. Other classes to consider are art classes, health, physical education or multicultural studies. People change careers seven to ten times in their lifetime. Career Explorations and Job Search Skills are great classes to take so you may assess other interests and skills. If you have questions regarding any classes, contact the Disabilities Director for information.

Your individual education plan is not limited to the classes you choose. It includes other accommodations and strategies that you and the Disability Director decide are necessary for you to successfully complete your course of study. These accommodations may be as simple as allowing extra time on exams to more extensive arrangements such as notetaker, scribes, taped textbooks, sign interpreters, lab assistance. In addition to those accommodations available to students with disabilities, all students have the opportunity of working with a peer tutor at no cost to the student. Do not wait until you are "in over your head" before asking for a tutor. Contact the coordinator in the Learning Center, counselor, or Disabilities Director regarding a tutor. When setting up time with a tutor, remember that common sense and courtesy prevail. If you cannot make your appointment with your tutor, be sure to call the Learning Center to let the coordinator know. Arrange to be re-scheduled. "No-shows" are frustrating; the tutor has set aside time to help you. If you cancel in advance, the tutor can reschedule the time to help someone else. Also, if your tutor cannot make the meeting, s/he will contact

the Learning Center ahead of time. In addition, come to a tutoring session prepared: do the homework assigned by the instructor. If you cannot complete it, do as much as possible and make a list of questions you have. Ask the tutor to "quiz" you on the material to be covered on an upcoming exam.

Your individual education plan is designed for you by YOU. It is important to keep it current. Change things that don't work for you. Explore new avenues if you are unsure of your goal. Most important--keep in touch with the Disability Director; that person is your advisor, advocate and mentor. Keep her/him advised as to your progress and needs. S/he needs to hear the "good stuff" and the "bad stuff." Also, remember your schedule and needs change from quarter to quarter. See the Disabilities Director each quarter to arrange the accommodations.

SUPPORT SERVICES

Support services and accommodations are arranged through the Office for Students with Disabilities. These services and accommodations are available to all students with disabilities and are tailored to the student's specific disability and needs. The accommodations provided allow the student with a disability equal access to the academic courses at MCC and are available when requested in a timely manner. These accommodations do not "water down" the requirements of the course, rather, they allow a student with a disability to meet the academic requirements of the course.

Not all accommodations are appropriate for each student. For that reason, it is important for the student to make an appointment with the Disabilities Director to discuss accommodations in advance of need. The following is a list (not exhaustive) of accommodations available at MCC. On following pages are examples of accommodations used by students with specific disabilities.

SUPPORT SERVICES AND ACCOMMODATIONS

- **Advisement**
- **Priority registration**

- Notetakers
- Scribes/writing assistants/typists
- Taped texts
- Sign interpreters
- Enlarged print
- Special equipment/computer software
- Test accommodations (extended time, separate place)
- Advocacy
- Counseling/Referral to outside agencies
- Assistance with time management, and developing study techniques
- Special parking permits

Accommodations for students with VISUAL IMPAIRMENTS:

- Taped texts
- Enlarged print
- Test accommodations: taped tests, reading of tests, scribe, extended time, separate place, enlarged print, special computer word processing software
- Special computer software: voice synthesizer
- Lab assistance
- Taping of lectures
- Specific seating in classrooms
- Proofreading

Accommodations for students with HEARING IMPAIRMENTS:

- Note taker/photocopying of peer notes
- Sign interpreter
- Special computer software: word prediction, spell checkers, flashing cursors
- Proofreading
- Specific seating
- Telecommunication Device for the Deaf (TDD)
- Test accommodations: extended time, separate place, proofreading of essay tests, access to word processor, interpreted directions

Accommodations for students with LEARNING DISABILITIES:

- Notetaker/peer notetaker/photocopying of peer notes
- Tape recording lecture
- Proofreading
- Taped texts/referral for taped texts
- Test accommodations: extended time, separate place, reading of tests, taped or oral tests, access to word processor
- Special computer equipment: voice synthesizer, voice-activated word processing, word prediction, spell checkers
- Specific seating

Accommodations for students with PHYSICAL IMPAIRMENTS:

- Notetaker/peer notetaker/photocopying of peer notes
- Taped texts/referral for taped texts

- Tape recording of lectures
- Test accommodations: extended time, separate place, scribes, access to word processors
- Special computer equipment/software: voice-activated word processing.
- Special classroom equipment (chairs, tables)
- Lab assistance
- Specific seating in classrooms

Accommodations for students with PSYCHOLOGICAL DISABILITIES:

- Peer notetaker/photocopying of peer notes
- Tape recording or lectures
- Test accommodations: extended time, separate room, access to word processor

ACCESSING ACCOMMODATIONS

Prior to receiving accommodations, you will need to meet with the Disabilities Director. The director needs to know about your needs to provide the appropriate accommodations. As you plan, it is helpful to know (and relay to the director) your strengths, weaknesses and prior assistance received, if any. Together, you will map out a strategy to keep you on track with the proper amount of assistance for students with disabilities.

The Office of Disabilities is Room A-1, and a weekly planning calendar is posted. You are encouraged to contact the director regarding accommodations or other concerns you may have.

Some accommodations require time to arrange and, for that reason, it is important to contact the director as soon as you know you will need the accommodation. Also, it is a good idea to have the accommodation in place in advance of need; if you decide you do not need the service or accommodation, it is easier to cancel or discontinue the service if you decide it is not needed rather than arrange for it on short notice. This is especially true of sign interpreters for students who are hearing impaired, notetakers, lab assistance, and test accommodations, (particularly at final exam time).

In addition, the accommodation information needs to be relayed to the instructors involved at the beginning of the quarter. It is best for you to contact your instructor before class begins or during the first week of the quarter. The Disabilities Director can assist you in contacting faculty members.

TEST ACCOMMODATIONS

Because there are several different test accommodations, you should meet with the Disabilities Director to determine the most appropriate option. They include: extended time, access to word processing, taped tests, having a test read, oral exams, having a scribe, separate room, or having the test administered in several parts (this is not an exhaustive list).

You need to make arrangements for test accommodations BEFORE the test is given in class (at least 2 days, 3 to 5 is better). It is preferable to make arrangements for test accommodations at the beginning of the quarter.

FINAL EXAMINATIONS

If you will require some accommodation for your final examination(s), be sure to arrange it with the Disabilities Director PRIOR to "finals week." Time must be allowed for proctoring of the exam if testing is done outside the regular classroom, and this must be scheduled ahead of time.

Even if instructors have allowed or made accommodation for special test situations during the quarter, make sure you arrange your accommodation for final exams ahead of time.

INTERPRETING SERVICES

If you need interpreting services due to a hearing impairment, you must arrange for it before you register for classes each quarter. If you are unable to attend class, please call the Disabilities Director or Secretary to cancel the interpreters. Also, contact the Disabilities Director if you withdraw from a class.

NOTETAKERS

The Disabilities Director will help you find a notetaker if that accommodation is appropriate to your disability. It is important for you to also take notes in class. The notetakers notes are supplemental to your notes. Notes may be picked up in the Office of Disabilities or the secretary's office. It is your responsibility to let the Office of Disabilities know if you have dropped your class and no longer need the notes.

TAPING OF LECTURES

Students should discuss tape recording of lectures with the instructor. There are some tape recorders and tapes available through the Office of Disabilities. They must be signed out and returned at the end of each quarter.

DUPLICATING

If you need enlarged copies of course syllabi, tests or handouts, see the Disabilities Director or Disabilities Secretary. There is no cost for these services. Any other duplicating should be done in the coin-operated copier in the Library.

PROOFREADING

Proofreading of material may be arranged for students whose disability affects spelling and composition. In addition, the computers in the Learning Center are equipped with spell checkers and Franklin Spellers are available. The Disabilities staff will discuss spelling errors and sentence structure but will not change your written material.

WRITING

Students with a disability which prevents them from being able to write should see the Disabilities Director who will arrange for the appropriate accommodation. They may include a notetaker, scribe or a typist. The Learning Center has a computer equipped with a voice-activated word programmer.

TAPED TEXTBOOKS

Textbooks on tape are available through State Services for the Blind or Recording for the Blind (a national recording service). Taping is not done at MCC. Students need to arrange for taped texts as soon as they register each quarter, or further in advance if possible. The Disabilities Director can assist you in accessing this service which includes the tapes and a special recorder to play the tapes.

PRIORITY REGISTRATION

The days for priority registration are listed in the course offering schedule each quarter. Students with disabilities, especially those who must make special arrangements, are eligible for priority registration. Make an appointment for quarterly advisement by signing up for an appointment with your advisor. Discuss your plans with the Disability Director before registering so recommendations can be made.

ENLARGED PRINT

Students in need of enlarged copies of course syllabi, handouts or tests should speak to the Disabilities Director or Disabilities Secretary. Advanced notice for large numbers of copies is appreciated. Small jobs can be done while you wait. There is no charge for this service.

SPECIAL EQUIPMENT/SPECIAL COMPUTER SOFTWARE

The Learning Center is equipped with several computers with special programs. Contact the Disabilities Director or the Learning Center Coordinator. They will discuss the equipment with you and train you to use it.

BEING A SUCCESSFUL STUDENT

The key to being a good student at Mesabi Community College, or at the University of Minnesota - Duluth, or at Harvard University, depends on one thing: It is entirely up to you! There are lots of people on the sidelines cheering you on to success: instructors, staff, family. But no one can make you a success but you. That means you have to know yourself. You have to know your abilities and your limits. You have to understand your disability and be able to deal with any limitations it puts on you.

Remember to take into consideration any outside influences that may affect your school success. Are you working in addition to attending school? Do you have small children to care for in addition to studying? Do you have a long commute to campus that makes scheduling classes more difficult?

In addition, it helps to know your learning style. Do you learn better by hearing information, by reading the text or by physically handling information (like in a science lab). Are you an abstract or concrete thinker? Once you know and understand this, you can better prepare yourself for class. An auditory learner (one who learns better by hearing information) is better off taping lectures and not worrying about taking notes. Many "concrete" people learn better by taking notes: it seems the information moves from the fingers and pen to the brain for storage.

Be on target! It is very frustrating to be plowing through classes without a clear-cut goal in mind. That does not mean that the goal can't be changed: many college students change their major field of study (some change their "major" several times) as they are exposed to new ideas, opportunities and experience. Change is good. Change is healthy. It happens when the mind is stretched to include these new ideas. But, it is very helpful to have a goal in mind when you start college. If you do not, ask the Career Center Coordinator about the Discovery program. Or, register for Career Explorations, a course designed to help students identify careers in their interest areas. Discuss your interests with a counselor on campus. Many ideas can be generated and explored.

Whether you are a recent high school graduate or just celebrated your twenty-fifth high school reunion, college isn't "kid's stuff." College isn't like high school. You have lots of choices to make, and it is normal to be fearful of this step in your education. But, help is available and you do not have to feel alone, incompetent or afraid. The faculty, staff and administration are all here to help you.

TIME MANAGEMENT

One way of taking charge of your life is to manage your time wisely. When you register for courses, keep in mind the responsibilities you have: a job, spouse, children, parents, etc. Do not register for 12 credits if you are working 30 hours a week. Something will suffer and most likely it will be

study time. Are you a "morning lark" or a "night owl?" If you are just hitting your stride at 3 p.m. and stay up until midnight or 1 a.m. studying, registering for an 8 a.m. class is not in your best interest. If you have school-age children, scheduling classes on Monday, Wednesday and Friday or Tuesday and Thursday will give you lots of study time on the "off days" while your children are in school. Also, remember that everyone needs a break, so do not schedule yourself so closely that you don't have time for fun.

The "rule of thumb" of two hours of study for each hour in class is an excellent way of providing enough study time. Make sure you read and understand your course syllabus. The syllabus will tell you exactly what is expected of you: the number and type of examinations, whether term papers are to be done and when they are due, how exams, papers, homework, etc. are graded and the weight each carries for the final grade. The instructor will also discuss his/her attendance policy (i.e. no make up on quizzes, no more than ___ absences, etc.). If outside reading is required, it will be on the syllabus. In addition, any recommendations for study should be listed: a study guide, tutorial disk, sample tests, etc. Understanding the syllabus is important: if you have questions, ask for clarification early in the quarter.

Review your notes, re-writing them if necessary as soon as possible after lecture. Postponing assignments can mean forgetting important material or rushing through an assignment. Make sure you are sharp and alert when doing your assignments. Waiting until late in the evening can mean missed items on

an assignment.

Another way to use study time wisely is to join or organize a study group. Contact the Learning Center Coordinator if you want to join a study group. There may be one set up on campus. Peer tutoring is available through the Learning Center. There is no charge for this assistance from other students who have done well in the course (English, Anatomy and Physiology, Math, etc.). If you have academic areas that you know you may experience difficulty, contact the Learning Center early in the quarter to hook up with a tutor. And, when you make the arrangements for tutoring, make sure you keep your tutoring dates. If you book a tutor and do not show up and do not call in, another student has lost the opportunity for tutoring.

In addition, make sure you contact the instructor if you have questions about assignments, readings or lectures. Do not wait until the information is old. Prompt feedback from instructors will mean fewer complications later.

It is a good idea to keep a calendar handy, fill in important dates (mid-terms, due dates for papers, etc.) and review it frequently. A "must do" list is also helpful--crossing items off the list gives you a sense of forward motion and accomplishment.

In the final analysis, you are responsible for doing what has to be done. Instructors will not badger you about due dates for assignments! The course syllabus is your map through the course.

STRESS MANAGEMENT

Stress is a fact of life: it is a person's response to life's events. It causes headaches, rapid heart beat, upset stomach, breathing problems and other physical symptoms. It could also cause the "tense" feeling and becoming upset over minor details.

Attending college is stressful for all students; students with disabilities have more reasons for stress. They worry about:

- acceptance by other students
- being segregated due to their disability
- teachers not being understanding or accepting of their disability
- whether or not they will get help with any problems that may arise
- failure

These "reasons" are, for the most part, unfounded except for the last one, the fear of failure. Most students with disabilities will list this reason as the continuing, significant concern.

Some of the sources of stress can be logically eliminated by careful planning. Are you burdened with several tests in one day? Consider requesting an alternate day for a test. Do you have too little time to finish assignments or tests (due to research, etc. not procrastination)? Make sure you give the instructor advance notice.

If you find yourself in the "pressure cooker" of stress, you are faced with two choices: either you become a victim of it (stress), or you can find a

healthy, workable solution to the problem. It is easy to sink in the mire of misery and despair. Attacking the problem in a constructive way is more difficult but is better for you mentally and physically.

Many people alleviate stress by exercising. Have you studied for a test until your eyes burn? Take a walk, pull weeds, shovel snow, ride your bike. If your problem is more complicated, try some "problem solving" techniques:

- Identify the problem. Pin it down and write it down.
- List solutions for the problem.
- Evaluate the solutions. List the outcome of each.
- Pick one solution and try it.
- Evaluate the result(s).

In addition, work hard to eliminate negative "self-talk." Instead of thinking "I'll never pass Algebra II", say to yourself, "I need to work more with my tutor so I can learn the equations for the next test."

STUDENT RESPONSIBILITY

It is the student's responsibility to seek needed services in college.

Mesabi Community College has no obligation to make accommodations for an unknown disability. What does this mean? It means you have to advocate for yourself, at least to the Director of Disabilities Services. When you begin college, you will experience a new feeling: that of freedom. You want to "cut" class? Well, no one will tell your parents. Is your term paper late? Instructors will not nag you about "due dates." HOWEVER, with an instructor with a strict

attendance policy, a "cut class" means missing a quiz, important notes, etc. A late paper can result in a reduced grade. This is where a sense of responsibility and "work ethic" comes into play.

Some students with disabilities decide that when they leave high school, they leave their disability. This is especially true of students with learning disabilities. They decide to tell no one of their difficulties--they "go it alone." We know that a learning disability is a life-long condition. A person learns to cope with the situation. However, many students do better in school if they take advantage of the accommodations available to them. The suggestion is made that if you choose not to avail yourself of the accommodations, at least meet with the Director of Disabilities Services. It is very helpful to have students registered with the Office for Students with Disabilities and the proper documentation filed. Then, if the student decides that certain accommodations are necessary, the arrangements can be made right away.

You must take responsibility for your college career. The office for Students with Disabilities can recommend accommodations, but it is your responsibility to request those accommodations.

WHAT IS A DISABILITY?

Mesabi Community College recognizes many kinds of disabling conditions:

- **Visual Impairment** - a person who is legally blind or cannot read normal size type without assistance.
- **Hearing Impairment** - partial or total deafness which means the person requires a sign interpreter or other aids in understanding spoken language.
- **Learning Disabilities** - This is a disorder in one or more of the ways a person processes or understands language (either written or spoken). The student has difficulty in listening, reading, thinking, writing, spelling or a combination of these problems. This person is not a "slow learner," the person simply learns differently. If you have questions regarding learning disabilities, make sure you talk to the Disabilities Director.
- **Systemic Impairments** - Persons included in this group are those who have a seizure disorder, diabetes, cancer, heart disease, asthma, hemophilia, sickle cell anemia, multiple sclerosis, AIDS, and others.
- **Coordination** - Students who have difficulty controlling physical coordination, including persons with cerebral palsy, carpal tunnel

syndrome, arthritis, Parkinson's disease, and others under certain medication.

- **Mobility Impairments** - This includes persons with cerebral palsy, multiple sclerosis (MS), arthritis, persons with knee or hip problems and anyone with a broken leg or ankle.
- **Speech** - This a communication disorder which includes difficulties such as stuttering, impaired articulation or voice impairment.
- **Psychological Impairment** - This includes persons who are being seen by a physician for, among other reasons, depression, manic-depression, schizophrenia or other psychological or psychiatric disorders. Many times medication prescribed for these disorders interferes with the individual's ability to learn.
- **Chemical Dependency** - These students must have verification of completion of a rehabilitation program.
- **Traumatic Brain Injury** - This is an impairment that is a result of a severe injury to the brain, by an accident, by stroke, or brain tumor. Such an injury could result in speech difficulties, coordination, mobility problems, or learning disabilities (or a combination of these).

Now that you know about the disabilities served at MCC, NOW WHAT?? Make sure that you contact the Director of Disabilities Services to discuss any accommodations you may require. Even if you do not wish to receive accommodations, it is a good idea

to be registered with the Disabilities Services office in case you need accommodations in the future (See Support Services, p. 17 and Accessing Accommodations, p. 21)

IT'S THE LAW!

DISABILITIES AND THE LAW

Mesabi Community College, as a public institution, has a legal obligation to provide *reasonable* accommodations to qualified students. The Rehabilitation Act of 1973 reads as follows:

> "No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of . . . handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The Minnesota Act also indicates the services must be provided for students with disabilities:

* All qualified students must have an equal opportunity to participate in any course, course of study, educational program or activity.
* Academic requirements must be modified case by case including length of time for degree completion. The modifications will not compromise the essential elements of the curriculum.
* Rules that limit participation cannot be imposed such as not allowing tape recorders or guide dogs in classrooms.

* Auxiliary aids must be provided such as interpreters, taped texts, readers, and adapted classroom equipment (state rehabilitation agencies may provide some auxiliary aids).
* Students must be provided counseling and placement services that do not discriminate. Qualified students cannot be counseled toward a more restrictive career choice.
* Students must have an equal opportunity to employment. (Summarized from Handicapped Persons' Rights)

In addition, the recent Americans with Disabilities Act provides physical access to Mesabi Community College. If you have any questions about any of these legal issues, please see the Disabilities Director.

LOCAL SERVICE AGENCIES

There are some local agencies that may be able to assist you while you are a student at MCC.

Division of Rehabilitation Services 749-7725

Department of Vocational Rehabilitation

Traumatic Brain Injury Program 749-7725

State Services for the Blind 262-6754

Service Center for Persons with Hearing Impairments 749-7725 (V/TDD)

Job Training Partnership Act (JTPA) 749-7704

Learning Disabilities of Minnesota 726-4730

Lutheran Social Services 749-8517

Epilepsy Foundation 722-4526

Cerebral Palsy 726-4723

Center for Independent Living of Northeastern MN 262-6675

Interpreter Referral Services 1-800-456-3839

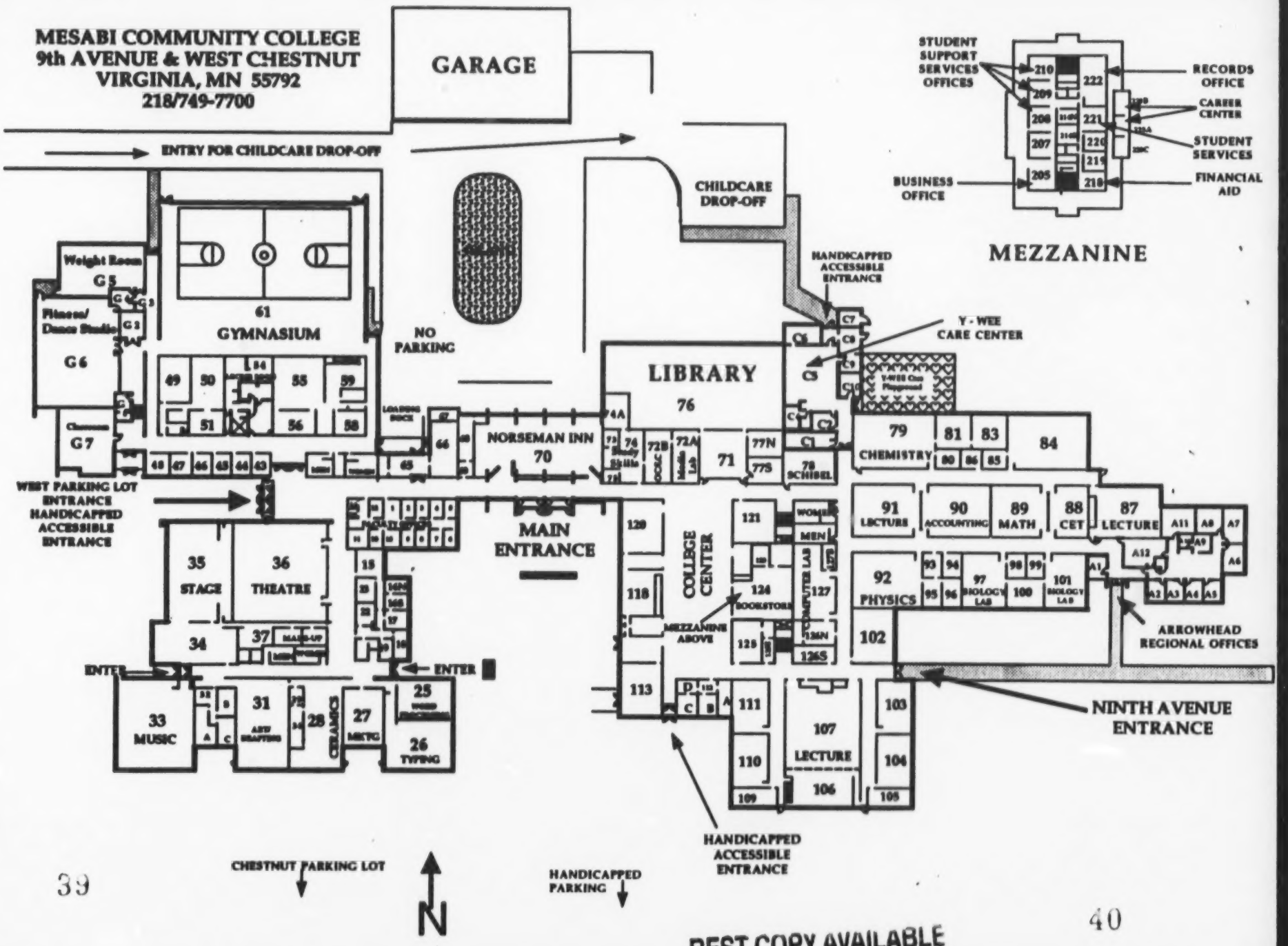
Housing and Redevelopment Authority - Low Income Housing 741-2610

IMPORTANT MCC TELEPHONE NUMBERS:

OFFICE OF DISABILITIES 749-7791

TDD 749-7783

ADMISSIONS OFFICE 749-0315



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